Anne Frank: The Story

Developed by:

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Table of Contents

Profile 1-2

Goals and Objectives 6-8

Lesson Plans 9-16

Sample Worksheets 17-21

Resource List 22-28

Bibliography 29

Student Work Samples 30-35

Adapter Application 36

Profile: Anne Frank The Story

Curriculum Areas: American History and Multicultural Studies
Title of Project: Anne Frank: The Story

The Project:
"Anne Frank: The Story" is designed to help students understand the Holocaust, a mandated part of the state of Florida's educational requirements. This project is closely aligned with the CBC curriculum for American History and the Sunshine State Standards. This project is assigned concurrently with a unit covering larger issues surrounding the Holocaust.

After reading "Anne Frank the Diary of a Young Girl," students conduct their own research on Anne's life including how she lived before the Holocaust. The students read the play over a 5-day period, keeping a journal of their reflections on the material as they go. They are encouraged to share their feelings about the characters, the work itself, and what they think or hope will happen as they get further along. After they finish, they are assigned to groups where they jointly come up with twenty questions related to the material to investigate. In a roundtable session, they speculate on what the answers will be before beginning the research Using books, and the Internet they engage the material directly – searching for answers.

The final and, in some ways, most rewarding component of the project comes when they share findings with one another. They not only demonstrate a deeper understanding of the subject when they organize their findings for presentation to the class, they also learn directly from one another's work.

Upon completion of the Holocaust unit, I ask the students for feedback and their responses have always been eye opening. Almost unanimously, they have affirmed that the subject should be taught to her students, that they are interested to learn about other cultures, and that the ordeals of World War II were harder than they could have imagined. Many of my African-American students commented that they were surprised to discover that other cultures had experienced hardship comparable to their own, and found themselves feeling a new sense of kinship and respect for European Jews and other victims of the Holocaust.

The Students: The project has been taught in a regular classroom setting at Westview Middle School to 8th grade Advanced American History students. It could be readily adapted to other grades in Middle or High School simply by extending or contracting its timetable or the extent of outside research required. It could be easily integrated into Social Studies, Reading or Language Arts programs. Groups of any size could be used, but small collaborative groups or partners seem to work best.

The Staff: This is a new project designed by Ilana Ascher-Alamo. Ilana has been teaching for six years and is certified in middle and high school Social Studies. She was a fellow for the Justice Teaching Institute in 1999. Ilana received a grant from Teaching Tolerance as well as one for a Teacher Mini-Grant. Additionally, one of her lessons was published in A&E Classroom Magazine for Teachers and she was interviewed in June 2000 edition of Cable in the Classroom on how she uses technology in her classroom. She is currently in the process of becoming certified for teaching Gifted Children.

Materials/Facilities: This project can be done in a classroom. It helps if the students can do the research in the Library, computer lab or a classroom with computers. This project requires the teacher to have an understanding of the Holocaust. It is necessary to have the book Anne Frank: The Play from McDougal and Littell. Additionally, the book has other stories of the Holocaust as well as excerpts from the diary. It is helpful to have some other books on Anne Frank, a video about Anne and a world map. McDougal and Littell have a Teacher Source book on Anne Frank that gives you great ideas on journal topics for your students while they are reading the play.

Resources: My students use the media center for references on Anne Frank and the Internet. Having Holocaust survivors address the students helps them understand the Holocaust. The Holocaust Document Center can arrange survivors to speak to your students. I would also recommend a field trip to the Holocaust Memorial. There is also a program called Living Voices where an actress plays the part of Anne's best friend. This program really helps recreate the environment of what Anne went through in the concentration camp by a combination of video and live performance. Dr. Miriam Klein Kassenoff is a knowledgeable expert on the Holocaust and can be reached at Division of Social Studies, Miami-Dade County Public Schools, 1500 Biscayne Blvd., Room 336N, Miami, FL 33132, 305-995-1201/305-995-1940(fax).

Overall Value: The Holocaust is an important lesson to teach students, by learning about it students learn about the dangers of remaining silent in the face of oppression to others. It also helps develop an understanding of what happens when people are prejudice in our society. By learning about this event, students learn about becoming more tolerant of others. The students enjoy reading the play so this teaches them the love of reading and by having a research aspect to the project this helps teaches them how to do research projects.

More Information: For more information contact Ilana Ascher-Alamo at Arvida Middle School. Mail code 6021, Telephone: 305-385-7144, Fax: 305-383-9472, Principal: Vertrell King, E-mail: Ili3@aol.com.

Goals

The main goal is to motivate students in learning about the Holocaust. Many of today's students know very little about the Holocaust and this project gives them a great opportunity to learn about this event. It also helps them understand the dangers of racism and prejudice. What is great about focusing it on Anne is that it helps make them realize that they could have been Anne. It's rare when students study history that the people they study are children like themselves, and more importantly they are even more surprised to learn that Anne has a lot of faults like talking too much in her classes. Currently, there is a major focus on the F.C.A.T. This project will help your students with the reading comprehension portion of that exam. It will especially help them with the short and long essays. I also find that middle school students have very little knowledge on how to do research and this project will help them learn good researching skills.

Objectives

The objectives of the Anne Frank: The Story is based upon the Miami-Dade County Public School's Competency Based Curriculum for American History.
They are as follows:

II. 15. Historical Awareness

Read biographies and stories that detail the lives and times of heroes and ordinary people throughout history.

Analyze examples of man's inhumanity to man throughout history by studying the Holocaust.

Use appropriate skills and resources to access, analyze, and synthesize information.

Required Public School Instruction of the History of the Holocaust

Florida Statute 233.061

(2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following:

(f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramification of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

Lesson Plans

Day 1

Objectives:

- ✓ Define prejudice, racism, and Holocaust
- ✓ Read biographies and stories that details the lives and times of heroes and ordinary people throughout history.

Materials:

- ✓ Chalkboard
- ✓ Overhead Projector
- ✓ McDougal Littell Teacher Resource Book on Anne Frank
- ✓ McDougal Littell Literature Connections on The Diary of Anne Frank and Related Readings
- ✓ Posters of Anne and the Holocaust

Procedure:

- ✓ Teacher puts on the board the words; prejudice racism and Holocaust. Students brainstorm what they believe the definitions of these words are. After students are finished brainstorming, the teacher then explains what each word means and asks the students to put this in their notes. Then the teacher asks the students to copy the sheet that says "What I already know about the Holocaust, What I want to know about the Holocaust, and What I have learned about the Holocaust." The teacher then shows various pictures of the Holocaust including one of Anne's diary. Then, the play on Anne Frank is presented. The teacher explains that each student will keep a journal while he reads this play. Students and the teacher discuss what a journal is and the purpose of keeping one. They also discuss how Anne kept a diary while she was in hiding with her family. Also, a good way for students to relate to what Anne and the others are doing is to assign for homework what problems the student feels could evolve from living under the circumstances they will read about in the play – hiding for several years with people who are basically strangers living together in a very little space, major restrictions on noise, and no opportunity to go outside. They should write about at least three conflicts

they see occurring under these circumstances, and include a few items they would bring with them into hiding.

Then the parts of the play are assigned and students read the play. I recommend about 25 pages each day. The book has a total of 122 pages. (You can do the play in 5 classes). After they finish, students write what questions they have about the Holocaust and predict what they think will happen in the next scene. Explain to your students that this should be at least 10 sentences.

Evaluation:
Ongoing journal writing and discussion of the Holocaust.

Day 2

Objectives:

- ✓ Read biographies and stories that detail the lives and times of heroes and ordinary people throughout history.

Materials:

- ✓ VCR
- ✓ McDougal Littell Teacher Resource Book on Anne Frank
- ✓ McDougal Littell Literature Connections on The Diary of Anne Frank and Related Readings.
- ✓ Posters of Anne and the Holocaust
- ✓ Video of "Daniel Story"

Procedure:

Go over the homework and discuss what students feel they would bring to the attic and what conflicts they feel would occur under these circumstances. Students watch the movie "Daniel's Story" and write a review of the movie. Students are also asked to write in their journal how they felt about the movie and what they learned about the Holocaust. Students then compare Daniel with Anne. The teacher picks a new set of students to be assigned to read different roles/parts of the play. Students are asked to answer a journal question after the play is read. There are some excellent journal topics and discussion starters from McDougal and Littell to use. For example: Which characters do you like the least? Which characters do you like the most? Explain why you feel that way.

Evaluation:

Ongoing journal writing and discussion of the play. Also, the written review of "Daniel's Story."

Day 3

Objectives:
Read biographies and stories that detail the lives and times of heroes and ordinary people throughout history. Identify key terms of the Holocaust: Concentration Camps, Ghettos, Deportation, Swastika, Nazi, Genocide and Anti-Semitism. Analyze examples of man's inhumanity to man throughout history by studying the Holocaust.

Materials:
- ✓ *McDougal and Littell Teacher Resource Book on Anne Frank*
- ✓ *McDougal and Littell Literature Connections on The Diary of Anne Frank and Related Readings.*
- ✓ *Posters of Anne and the Holocaust.*
- ✓ *Handout on various actions taken against the Jews during the Holocaust.*
- ✓ *Overhead projector of chalkboard (for definitions)*
- ✓ *World Map*

Procedure:
Review the movie "Daniel's Story" and ask for predictions in the next scene of "Anne Frank, The Play." Have students do a handout on various actions taken against the Jews during the Holocaust. Have students explain why these actions were taken and identify which one they feel is the worst and why. Identify key terms of the Holocaust: Concentration camps, ghettos, deportation, swastika, Nazi, genocide, and anti-Semitism. Show a map of all the countries that the Nazis took over and include where the Nazis murdered the Jews. Assign new students to read roles for the play. You can use McDougal Littell discussion and journal starter questions such as, If you had been hiding like Anne and her family, what would have been the hardest adjustment for you? Based on what you've read so far, what do you think about Mr. Kraler and Miep? Are they heroic? Explain you answer.

Evaluation:
Answering questions on the handout and ongoing journal writing and discussion.

Day 4

Objectives:
Read biographies and stories that detail the lives and times of heroes and ordinary people throughout history. Analyze examples of man's inhumanity to man throughout history by studying the Holocaust.

Materials:

- ✓ *McDougal Littell Teacher Resource Book on Anne Frank*
- ✓ *McDougal Littell Literature Connections on The Diary of Anne Frank and Related Readings*
- ✓ *Posters of Anne and the Holocaust.*

Procedures:
Review the key vocabulary and go over the world map. Teacher also needs to point out that not only were Jews murdered but many others who the Nazis felt were undesirable. Assign students parts to read in the play "Anne Frank." Again, use McDougal Littell discussion and journal starter questions. You can have the students predict how the play will end and how they have felt about the play so far. The Holocaust survivor speaks to the students about their experience in surviving the Holocaust. After the survivor leaves, the students write about 10 sentences in their journal on what they have learned from the presentation.

Evaluation:
Ongoing journal writing and discussion.

Day 5

Objectives:
Read biographies and stories that detail the lives and times of heroes and ordinary people throughout history.

Materials:
- ✓ McDougal Littell Teacher Resource Book on Anne Frank.
- ✓ McDougal Littell Literature Connections on The Diary of Anne Frank and Related Readings

Procedures:
Students will be assigned parts of the play and students will finish reading the play. After reading the play, the teacher will then discuss with the students what happened to Anne and the others who were hiding. After the lecture and discussion, students will write in their journal how they felt about the play and anything else they would like to add. Students are then assigned groups where they come up with twenty questions they want answered about Anne or any of the people involved in hiding in the attic for two years. Students check each other's questions and are asked to share 5 of them with the class. Students then add 5 more questions to their list. Students are asked to predict what they think the answers will be. Groups will submit their questions at the end of class for the teacher to review and grade.

Evaluation:
Ongoing journal writing and the group's questions.

Day 6

Objectives:
Use appropriate skills and resources to access, analyze, and synthesize information.

Materials:
- ✓ *McDougal Littell Teacher Resource Book on Anne Frank.*
- ✓ *McDougal Littell Literature Connections on The Diary of Anne Frank and Related Readings*
- ✓ *Internet*
- ✓ *Anne Frank Beyond the Diary*
- ✓ *Diary of Anne Frank*
- ✓ *Anne Frank Remembered*

Procedures:
Students will review what life was like for Jews during the last five years before Anne's family went into hiding and talk about what happened to people like Miep if they were caught helping Jews. Students will now look for their answers to their questions using the Internet, various books on Anne Frank, and receive copies from the Teacher Resource book that has information on the lives of all of those who were hiding in the attic. If groups don't have enough time, it can be finished as a homework assignment..

Evaluation:
Will be the students' answers to their questions and they will include if they were surprised by what they learned about Anne Frnak.

Day 7

Objective:
Analyze examples of man's inhumanity to man throughout history by studying the Holocaust.

Materials:
- ✓ *Chalkboard*
- ✓ *McDougal Littell Literature Connections on The Diary of Anne Frank and Related Readings.*

Procedures:
Each group will be given about 15 minutes to finish their project. Then students will read on pages 160 and 161 the Elegy from McDougal Littell's book on Anne Frank. Students will then write a 5-paragraph essay on "Bringing the Lessons of the Holocaust into the New Millennium." When they are finished they will peer edit with another student and then rewrite their essay.

Evaluation:
Will be the 5-paragraph essay.

WORKSHEETS

Day One Vocabulary:

Prejudice – An attitude toward a person, group of people, or idea formed without adequate information.

Racism – Practice of discrimination, segregation, persecution, and domination on the basis of race.

Holocaust – Used to describe the mass killing by the Nazis during the 1930's and 1940's.

Helpful Hint: Be sure to point out that other groups of people were considered undesirable by the Nazis: blacks, gypsies, mentally retarded, handicapped, and homosexuals.

Day Three Worksheet:

Timeline on the Rights Taken Away From the Jews from McDougal Littell Teacher Resource Book.

- ✓ *April 1, 1933 – Hitler proclaims one-day boycott of all Jewish shops/businesses.*
- ✓ *May 10, 1933 – Public burning of books written by Jews and opponents of Nazism.*
- ✓ *Spring/Summer 1933 - Jewish professors are expelled from Universities: Jewish writers and artists are prohibited from pursuing their work.*
- ✓ *May 31, 1935 – Jews are barred from military service.*
- ✓ *September 14, 1935 – Nuremberg Laws passed depriving Jews of German citizenship. This meant they could not vote, service in the army, or hold public office. It also forbade marriages between Aryans and Jews.*
- ✓ *November 14, 1935 – All Jewish children are restricted from using the same playgrounds and locker rooms as other children.*
- ✓ *July 28, 1938 – Medical certification of Jewish physicians is revoked.*
- ✓ *September 12, 1938 – Jews are prohibited from attending cultural events.*
- ✓ *September 27, 1938 – Jewish attorneys have their licenses cancelled.*
- ✓ *October 5, 1938 – Jewish passports are recalled and marked with a "J."*
- ✓ *November 15, 1938 – Jewish children are expelled from German schools.*
- ✓ *December 8, 1938 – Jews are no longer allowed to attend the universities.*
- ✓ *September 1, 1939 – Curfew is established for German Jews.*
- ✓ *September 23, 1939 – Confiscation of radios from Jews.*

Day Three Vocabulary:

Concentration Camps – Work and death camps located in Germany and Poland to incarcerate and exterminate Jews, Gypsies, political dissidents, and other deemed "undesirable" by the Nazis.

Ghettos – An area of a city to which the Jews were restricted and from which they were forbidden to leave.

Deportation – Forced removal of Jews from their homes in Nazi-occupied lands: under the pretense of resettlement, victims were sent to death and labor camps.

Swastika – Symbol of the Nazi party, it was originally an ancient religious symbol.

Nazi – Acronym for the National Socialist German Workers Party.

Genocide – The planned killing of an entire cultural or racial group of people.

Anti-Semitism – Prejudice against Jews.

Helpful Hint: When showing a world map, I add the numbers of Jews killed in some of the countries during World War II by the Nazis.

Poland	3,000,000
Germany	160,000
Greece	54,000
The Netherlands	105,000
Hungary	450,000
Belgium	40,000
Yugoslavia	26,000
Romania	300,000
Norway	900
Italy	8,000
Denmark	77
Finland	11

**Note: Soviet Union and Russian Occupied Territories 1,260,000. These numbers do vary depending on what source you use. I have included information on this from McDougal Littell Teacher's Resource Book.*

Getting Going!
KWL

What I Know	What I Want to Know	What I Learned

Resource Lists

U.S. Holocaust Memorial Museum Washington D.C.
100 Raoul Wallenberg Pl. S.W.
Washington, DC 20024
(Provides teachers with free resources – including an excellent catalogue to order from and has a summer institute for teachers to learn more about the Holocaust.)

Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017
(Excellent catalogue on Holocaust material)

Anne Frank Center – (212) 529-9532
106 East 19th St.
New York, NY 10003

Holocaust Documentation and Education Center – FIU
3000 NE 151st St.
Miami, Fl 33181
305-919-5690
(Ask for Merle Saferstein to request a Holocaust survivor to speak to your classroom).

Social Studies School Services (1-800-421-4246)
10200 Jefferson Blvd., Room J
PO Box 802
Culver City, CA 90232
(Has a lot of material and videos for teachers on the Holocaust)

Dr. Miriam Klein Kassenoff
Division of Social Sciences/Special Programs
Miami-Dade County Public Schools
1500 Biscayne Blvd., Room 336N
Miami, FL 33132
305-995-1201/305-995-1940 (fax)
(Provides information and workshops on teaching the Holocaust and arranges class visits to The Holocaust Memorial.)

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A TEACHER'S GUIDE TO THE HOLOCAUST

Timeline • People • Arts • Activities • Resources

Internet site http://fcit.coedu.usf.edu/holocaust/resource/resource.htm

Teacher Resources

Articles. Abstracts from the Educational Resources Information Center (ERIC) database.

Books. A bibliography of Holocaust works for students and teachers.

Documents. Primary source materials related to the Holocaust.

Gallery I. A selection of Holocaust photographs, drawings, and paintings.

Gallery II. More Holocaust photographs, drawings, sculptures, and paintings.

Glossary. Terms related to the Holocaust, including the pronunciation of many foreign words.

Maps. All of the maps in *A Teacher's Guide to the Holocaust.*

Movies. Short QuickTime movies of Kristallnacht, ghettos, transports, camps and other Holocaust themes.

Museums. Descriptions of Holocaust museums and resource centers in Florida and elsewhere.

Music. A collection of music files appropriate to a study of the Holocaust.

Plays. An annotated list of educational plays with a Holocaust theme. Access full scripts of selected plays here.

Software. An annotated list of educational software appropriate to a study of the Holocaust.

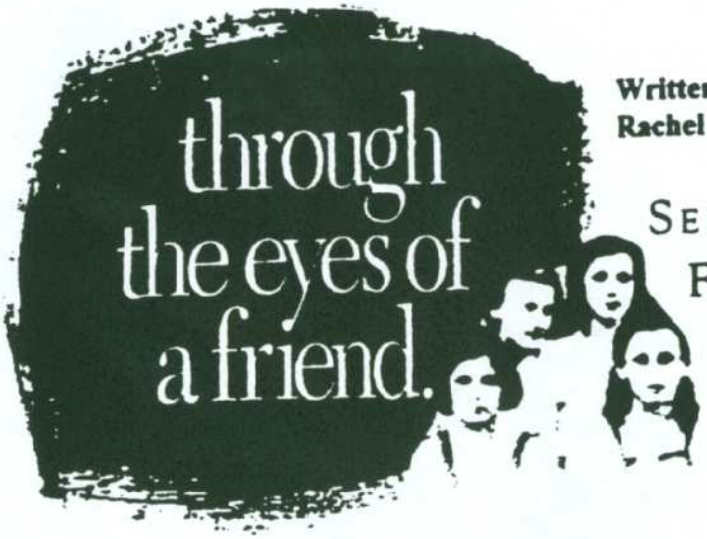
Videography. An annotated list of films and videos about the Holocaust.

Virtual Reality Movies. VR panorama movies of concentration camps and other Holocaust-related sites.

Web Search. Links to relevant Holocaust-related Web search engines and directories.

Web Sites. Links to relevant Holocaust-related Web sites.

Unique, deeply moving . .
The United States Holocaust
Memorial Museum
Washington DC



Written by
Rachel Atkins

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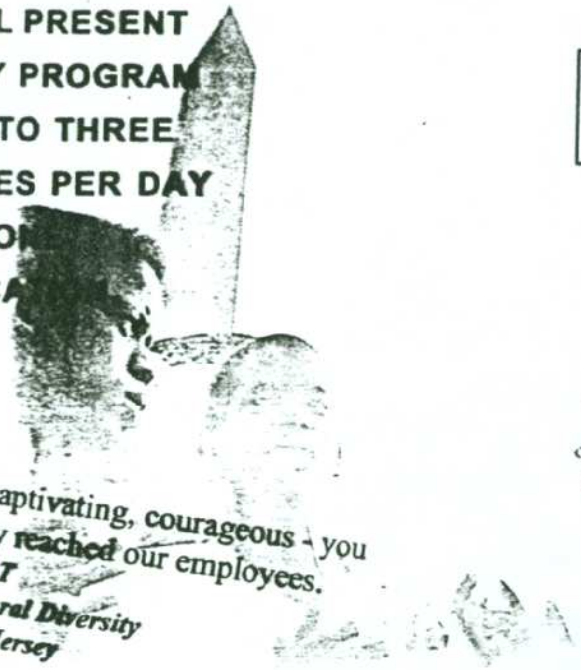

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Below you will find the information necessary for your speaking engagement.

Speaker Ingrid Koskin Phone 305-931-1161

Address 19600 N.E. 22 Road
North Miami Beach, Fl 33180

Organization/Host Westview Middle School

Contact Person Ilana Ascher

Work Phone 305-681-6647 Home Phone 305-479-5633

Date of Meeting Thursday, January 20, 2000 Time 1:00-1:30 p.m.

Address of Meeting 1901 N.W. 127 St.

City Miami State Fl Zip Code 33167

Type of Audience 8th graders

Approximate Attendance Expected 30

Miscellaneous Information Ingrid, thank you for agreeing to speak. Happy, Healthy New Year!

The contact person will get in touch with you with the details.

If you have any questions, please contact Merle R. Saferstein at 305-919-5690.

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"A Living Memorial Through Education"

Date: December 20, 1999

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North Miami Beach, Fl 33180

Organization/Host Westview Middle School

Contact Person Ilana Ascher

Work Phone 305-681-6647 Home Phone 305-479-5633

Date of Meeting Thursday, January 20, 2000 Time 1:00-1:30 p.m.

Address of Meeting 1901 N.W. 127 St.

City Miami State Fl Zip Code 33167

Type of Audience 8th graders

Approximate Attendance Expected 30

Miscellaneous Information Ingrid, thank you for agreeing to speak. Happy, Healthy New Year!

The contact person will get in touch with you with the details.

If you have any questions, please contact Merle R. Saferstein at 305-919-5690.

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McDougal Littell

The Diary of Anne Frank

ACT ONE

What Happened When?

Here is a time line of key events in the Franks' lives through their first year of hiding.

1889 Otto Frank is born in Frankfurt, Germany.

1925 Otto marries Edith Holländer, who was born in Aachen, a German town close to the border of Holland and Germany.

2/16/26 Margot Betti Frank is born.

6/12/29 Anneliese Marie Frank is born in Frankfurt-am-Main. She is called Anne.

1/33 Nazis come to power in Germany and establish the first anti-Jewish measures. In response, Otto Frank goes to Amsterdam to scout out a new business and a new home for his family. By late '33 and early '34, his wife and daughters join him.

1938 Mr. Frank starts a second company.

9/39 Germany invades Poland. World War II begins.

5/40 The Germans invade and occupy the Netherlands. The Dutch royal family flees to London. Anne and Margot must leave the Montessori school and go to the Jewish Lyceum.

6/40 The Germans invade and occupy France.

10/40 Germans begin the process of taking over Dutch businesses that are owned by Jews. To preserve his business, Otto Frank arranges to register the company in the name of non-Jewish colleagues. In reality, Otto Frank remains the owner.

1/41 The Germans deport 400 Jews from the Netherlands. The Dutch go on a general strike paralyzing transportation and industry, but the Germans suppress the revolt in three days.

2/41 The Germans begin taking over Jewish property. They prohibit Jews from traveling and from holding many kinds of jobs.

12/41 Germany declares war on the United States.

12/41 The Germans set up forced labor camps for Jews.

1/42 Jews must wear a yellow star and obey a curfew.

7/42 Large-scale deportations of the Netherlands' Jews begin. Margot is ordered to report to German authorities. The Franks go into hiding with another family.

11/42 An eighth Jew joins the Franks in hiding. He reports that many Jews have been deported. The Allies land in Africa, and Mr. Frank hopes for an "early finish" to the war.

12/42 The Franks celebrate their first Hanukkah in hiding.

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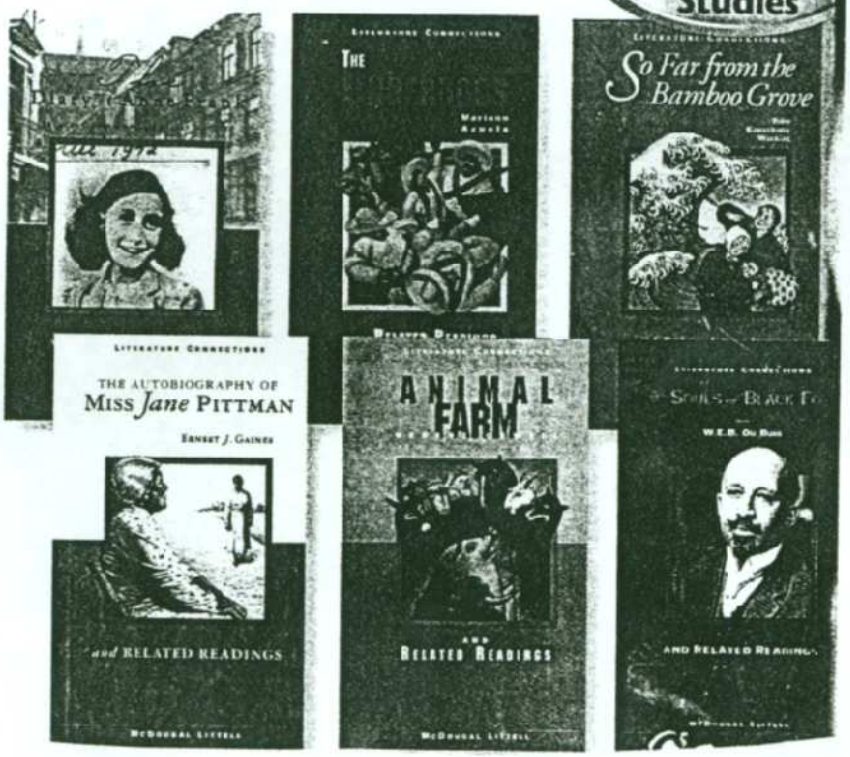

Overview Chart

PAGES FOR TEACHER'S USE PAGES FOR STUDENT'S USE

Literature Connections	Source Book	Reproducible Pages
The Diary of Anne Frank	Customizing Instruction p.5 Into the Literature: Creating Context, pp. 6-9 Literary Concepts: Stage Directions, Climax, Theme, pp. 13-14 Motivating Activities, p.15	**FYI, pp. 24-25** **Glossary, pp. 33-34** **Vocabulary, p.39**
The Diary of Anne Frank Act One, pp. 5-75	Discussion Starters, p. 16	**FYI, pp. 26-27** **Glossary, p. 33** **Strategic Reading 1, p. 35** **Literary Concept 1, p. 37**
The Diary of Anne Frank Act Two, pp. 77-122	Discussion Starters, p. 17	**FYI, pp. 28-29** **Glossary, p. 34** **Strategic Reading 2, p. 36** **Literary Concept 2, p. 38**
From Anne Frank: The Diary of a Young Girl, pp.129-138	Discussion Starters, p.18	
From Anne Frank Remembered, pp. 139-159	Discussion Starters, p.19	**FYI, p.30**
Elegy for Anne Frank, pp. 160-161	Discussion Starters, p.19	
"Bubili: A Young Gypsy's Fight for Survival," pp. 162-178	Discussion Starters, p.20	
"The Bracelet," pp. 179-185	Discussion Starters, p.21	**FYI, p.31**
From Rescue: The Story of How Gentiles Saved the Jews in the Holocaust, pp.186-199	Discussion Starters, p.22	**FYI, p.32**
	Culminating Writing Assignments, p.40 Multimodal Activities, pp. 41-42 Cross-Curricular Projects, pp. 43-45 Suggestions for Assessment, p.46 Test, Answer Key, pp.47-51 Additional Resources, pp. 52-54	

Student Work Samples:

Jeremy Grant

journal 1

I was thinking that, that is so weird. I mean imagine if I was annes friend and when I went to see her, her house was abaned but all the furniture and china was still there. I feel bad for her because she cant go out to the mall or let alone play outside. they cant even talk above a whisper until after 6:00. But at least her family is there. Plus she has that friend she just met name Peter. also she said she loves cats and peter brought his cat along.

Journal #2

Dear Journal,

We started off at scene III and this scene was better than scene I and II. The two families accepted someone else. Someone named Mr. Kraler. While Mr. Kraler was there, he brought one of his guest. Someone else named Dussel, Jan Dussel. He is a Jewish Dentist. Something I found slick in the story was when Mr. Frank wrote in a different language, and when they went to go get him & his family, they thought he went to the country he wrote in.

Journal

Ernesto Buitrago

Bringing the Lessons of the Holocaust into the New Millenium

The Holocaust was a horrible experience. Although it was a long time ago, it can still teach us lessons for the new millenium. It can teach us that racism is deadly. It also teaches us that we can learn from our mistakes and improve on them. It teaches us that many people were treated unfairly, and we should try our best to treat people as fairly as possible.

To begin with, the Holocaust is an experience that many people don't even like to remember. This is because of racism! Racism still occurs in this new millenium of hope. The Holocaust can teach us many lessons about racism, such as saying people died because of it. The New Year's resolution for the new millenium should be no more racism.

Secondly, the Holocaust can teach us that we can learn from our mistakes. In the Holocaust, there were many mistakes that people allowed happening, like sending the Jews into the concentration camps and many times to their death because of hatred. Also, there were mistakes we can learn from like causing human suffering all because of abuse of power. Many people died in the Holocaust and that is a mistake that should never happen again and everyone can help make this mistake to never occurring again in this millenium.

Next, the Holocaust shows us that people were treated unfairly. That's an important lesson, which says that all people should be treated the same, no matter their race, color or religion. This is a lesson we should always keep with us, because we should all treat people the way we want to be treated.

In conclusion, the Holocaust is a horrible event, but hopefully we can learn from it. It can remind us that racism is a terrible thing and can lead to death. It should teach us to learn from our mistakes and whenever any country sees blatant mistreatment of people, they need to step in. The United States has already learned a lesson from the Holocaust; that is why Clinton got the United States involved in Bosnia to stop the mistreatment of people there. Let us hope we will not even have to get involved in this new millenium.

Katherine Stanley

Bringing the Lessons of the Holocaust into the New Millenium

There are many lessons that can be learned from history. The mistakes made in history can help us improve the future. A part of history that I have learned many valuable lessons from is the Holocaust. The Holocaust has taught me that you should never discriminate against anyone, and you should never bring harm to anyone for any reason. These lessons are valuable and should be used to better our future in the new millenium.

To begin with, I learned that you should never discriminate against anyone. Discrimination will never achieve anything. It just makes life harder for everyone. For instance when Hitler killed the Jews it was because he hated them for something they could not change, and that is a perfect example of discrimination.

Secondly, I learned that you should never bring harm to anyone for any reason. During the Holocaust 12,000,000 people were killed during the Holocaust because, of what they believed. There is no reason in the world that makes killing someone right. Hitler and the Nazis had no right to harm anyone even if they were Jewish. They did not have the authority to decide who lives and who dies.

Next, I feel it is important to remember those 12,000,000 people killed during the Holocaust, because it will help us prevent anything like that from ever happening again. If people understand the suffering those innocent people endured, then they will think twice before doing something that will hurt or destroy someone else.

In conclusion, a part of history that I have learned many valuable lessons from was the Holocaust. I learned that you should never discriminate against anyone, you should never bring harm to anyone for any reason, and it is very important to remember the Jews and the problems they suffered.

Michael Preston

Holocaust and Lessons Taught

Just imagine being sent off to a concentration camp. The smell of gas, people crying and dying comes to your mind does not it. Not many people can think of that unless it hits close to home. Should the Holocaust be taught in the new millenium? That is an easy decision to make. Why? Not only can it lead people not to be prejudged but also to have compassion for a group that is a part of our world. It can also helps others to come together as one to make sure nothing takes place similar to the Holocaust again.

To begin with, there is still prejudice in the world; just taking a look at all the hate groups that still exist like the K.K.K., Skinheads, and others. These groups are still going around and causing destruction to people just because they are different. Jewish people's rights were taken away in Germany just because of the fact that they were Jewish. Teaching people about this will help have better morals and values. It will teach people the evilness that comes with discrimination and why not to support any of these hate crimes that still exist today. It shows you why not to tease someone just because they are different; you never know what this person has already gone through due to their color, religion, etc.

Secondly, it was not always easy being a Jew back in the time of the Holocaust. You were not asked but demanded to do what you were told. If we teach about the Holocaust before you know it, many people will begin to feel compassion for those who lost their loved ones due to this crazy period. We are this entire world, so why not join it as one?

Next, if we all were to get together as one to make sure nothing similar like the Holocaust happens, it will help benefit many people by everyone being treated fairly. This can help solve many similar problems all as one. We are all apart of one nation and we can come together to make sure nothing of that sort happens again. By doing this we will all benefit by having a better world to live in.

In conclusion, you can only learn to tolerate by being taught it, and the Holocaust teaches you why it is important to tolerate all kinds of people. How? It teaches us not to hate, to have compassion for everyone and what can happen when people are mistreated. This is why the Holocaust is important to me in this new millenium and should be important to everyone.